

Keys to Planning for Learning: Focus on Lesson Design



Chicago Public Schools - 2017
Laura Terrill

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Take time to reflect



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We do not learn from
experience... we learn
from reflecting on
experience.

- John Dewey

2

Work smarter, not harder



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Learning Targets

I can explain the components of the lesson plan to
colleagues and administration.

I can create lesson can do statements that allow
learners to make progress toward unit goals.

I can design a lesson plan that gains the attention of the
learner, provides input and allows for performance and
feedback.

I can incorporate strategies that enhance student
engagement and participation.

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lterrillcps.wikispaces.com

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Basic Components



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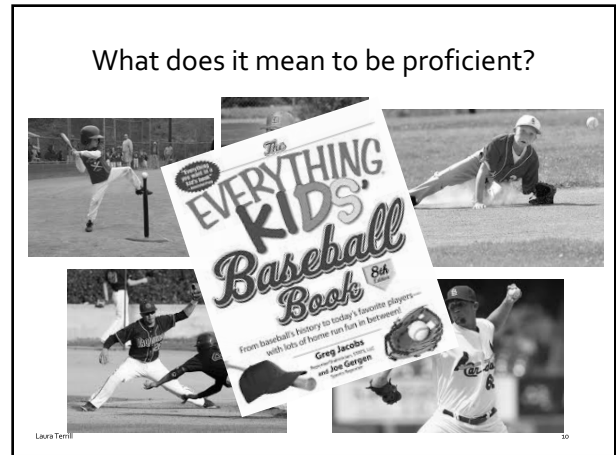
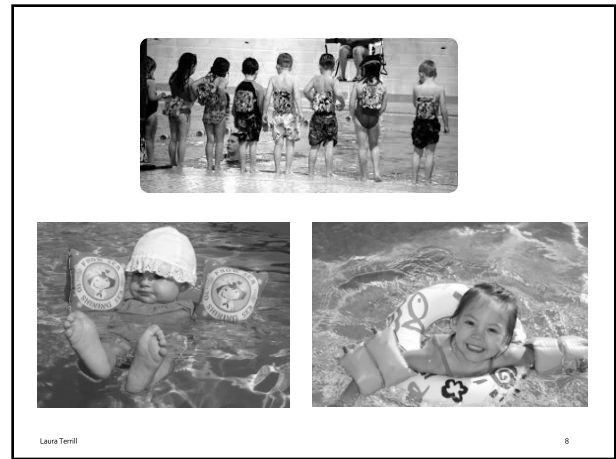
Using the target language
at least 90% of the time

Using authentic text and
images

Making every minute
count

Making connections to
thematic unit

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Importance of Authentic Texts

Authentic Text – text written by speakers of the target language for speakers of the language

- Real-world
- Culture rich
- Models of correct language



VISUAL LITERACY

The ability to interpret and understand visual texts, with "texts" being broadly defined as any print visual item, including artwork, picture books, advertising, web sites, or any other item that can be visually interpreted.

"...being able to read the visual aspects of one's surroundings. Someone who is visually literate is able to recognize the natural and manmade symbols around one and interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain

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What do you see?



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"...interpret their meanings in the same way as those who live in that environment would interpret them."

---Genelle Morain



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- Using images to communicate meaning

- Using images as a springboard to communication

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I live in a house.

In the mind



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In context



<http://www.newsouthclassics.com/index.php?id=575>

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I am going to school.

In the mind



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In context



Image credits: Imaginachina/Rex Features

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Lead with Culture

Ready to go to the beach for a day?

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Selecting Authentic Text

Novice Range Interpretive Proficiency
 Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?


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It can be difficult for us to grasp that people shaped by other cultures will see and respond to the world differently than we do. The consequences of this cultural blindness can be dire.

Hilary Dack and Carol Ann Tomlinson

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Time is your most precious resource; make every minute count.

Brian Tracy

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Tips for Beating the Clock in the Classroom

<https://www.edutopia.org/blog/beat-classroom-clock-tips-ben-johnson>

Students copy notes

Teacher passes out and collects papers

Teacher repeats self or students

Teachers lacks systems for passes out of class

Teachers lacks system for helping students who were absent

Time is lost when transitioning between activities

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Finding / Getting Out Materials




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Lesson Transitions

The teacher says...	Learners:
While I take attendance...	write two questions to find out how if your partner is hungry, what he/she ate recently
While I pass out the graphic organizer....	think of ways to complete the following sentence, "Hunger exists because..."
While I answer this student's question...	role-play a (30 second) conversation with your partner. If you run out of things to say, start over.
While I find the picture...	tweet a thought about hunger in the world.
We have one minute left....	use circumlocution to see how many of the following words/phrases you can get your partner to say.

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Managing transitions



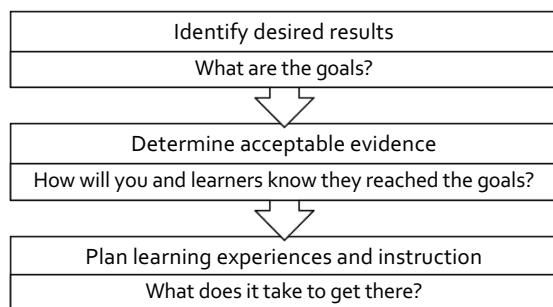
Tell students what to do:

- Tell yourself ...
- Think of ...
- Take turns describing ...
- Ask your partner a question about....
- List ...
- Complete this sentence: _____
- Write a two-sentence description of the image.

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Backward Design



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Communicatively Purposeful

Culturally Focused

Intrinsically Interesting

Cognitively Engaging

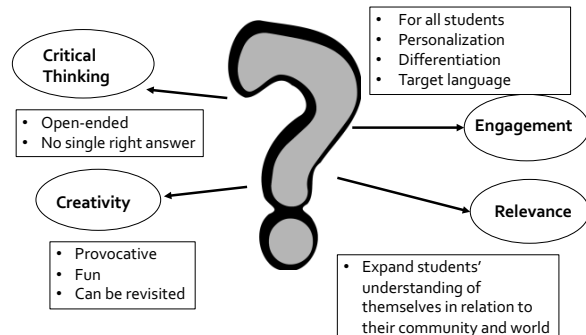
Standards-Based

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© Clementi & Terrill

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What makes a question essential?



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Lesson Plan Connected to Unit Plan

Prior Knowledge	Greetings, names, I live in (city)
Language Level	Novice Mid / High
Unit Theme	Personal and Public Identities
Topic	Global Citizenship
Question	Who am I? Who are you?
Daily topic:	Where do I live – planet, continent and population

Grade

Date

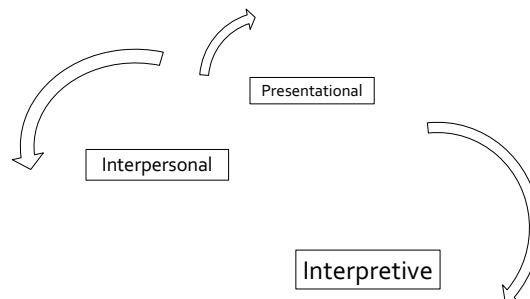
Day in
Unit

Minutes

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Interdependence of the 3 Modes

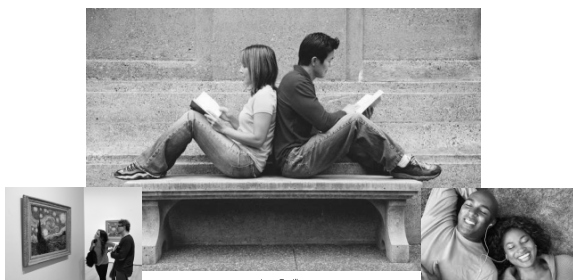


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Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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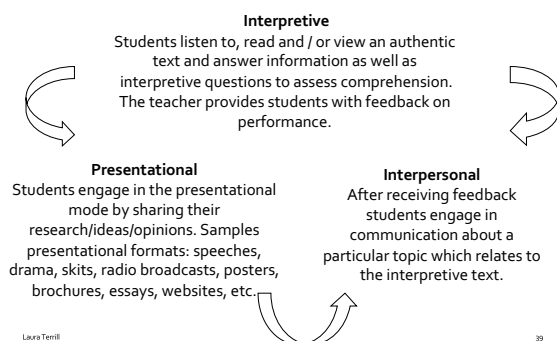
Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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ACTFL Integrated Performance Assessment



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Summative Performance Tasks

Interpretive	
<ul style="list-style-type: none"> Read autobiographical authentic texts about real or imaginary people or characters from the target cultures and share details on what you learn about that person. Listen as someone talks about their likes and dislikes and share what you learn about that person. Listen to someone introduce themselves with some personal details and demonstrate comprehension. 	
Presentational	Interpersonal
<p>On Demand (Required) - Assume the role of your global identity. Write an e-mail to your new host sibling. Introduce yourself and talk about who you are, where you live, and what you like and dislike. Be sure to ask questions to find out more about your host sibling.</p> <p>Project (Optional) - Global Citizenship Project: Create a multi-media presentation that will introduce yourself to other speakers of the target language.</p>	<p>Have a conversation where you introduce yourself. Talk about who you are, where you live, and what you like and dislike. Find similarities and differences between you and your partner.</p>

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Unit Can Do Statements are tasks that are specific to the unit.

Interpretive	<ul style="list-style-type: none"> (R) I can recognize and understand basic information when reading identity cards or other similar documents. (R & L) I can read and listen to autobiographical text and answer questions demonstrating comprehension. (R&L) I can understand as people introduce themselves and talk about likes and dislikes.
Presentational	<ul style="list-style-type: none"> (S & W) I can introduce myself and tell where I live and what I like and dislike. (W) I can fill out a form with basic, personal information. (S&W) I can introduce myself as a person from another culture.
Interpersonal	<ul style="list-style-type: none"> (S) I can talk with others to get to know them exchanging personal information as well as likes and dislikes.

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Standards and Lesson Objectives

What are the communicative and cultural objectives for the lesson?

Which modes of communication will be addressed?	Students can:
<input checked="" type="checkbox"/> Interpersonal	<ul style="list-style-type: none"> name several French-speaking cities locate and identify percent of population on each continent ask and answer questions about where they live - planet, continent, country, city
<input checked="" type="checkbox"/> Interpretive	
<input checked="" type="checkbox"/> Presentational	

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World-Readiness Standards for Learning Languages



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World-Readiness and Other Standards

If applicable, indicate how Connections • Comparisons • Communities • Common Core and other standards will be part of your lesson.

Connections	Geography: Locating continents and French-speaking countries on a world map.
Comparisons	Percent of population by continent
Communities	
Common Core/ Other Standards	<ul style="list-style-type: none"> Speaking and Listening: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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French FLES



Sample Can Do:
I can name the 5 continents and locate French speaking countries on 4 of those continents.

Arabic FLES



Sample Can Do:
I can identify things to do in the city of Cairo.

Chinese FLES



Sample Can Do:
I can identify favorite activities among several choices.

Spanish FLES



Sample Can Do:
I can comment on how much water is used.

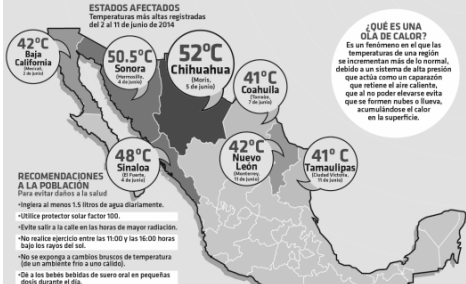


Sample Can Do:
I can explain my daily routine and compare to
the daily routine of others.

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OLA DE CALOR EN MÉXICO AFECTA LA ZONA NORTE

El noroeste del país registra temperaturas que superan los 50 grados centígrados debido a la aparición de una ola de calor que seguirá afectando la zona, por lo que se recomienda tomar precauciones para evitar enfermedades.



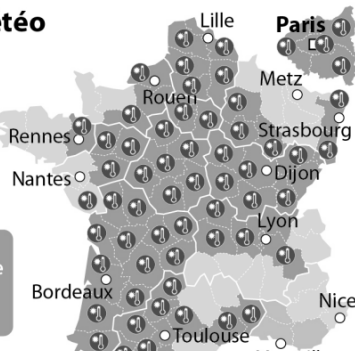
Sample Can Do:
I can describe an extreme weather event.

Vigilance météo

- Vigilance absolue
- Soyez très vigilant
- Soyez attentif
- Pas de vigilance



Épisode caniculaire
sur la majeure
partie du pays.



Sample Can Do:
I can describe an extreme weather event.

Global Citizenship Who am I? Who are you?



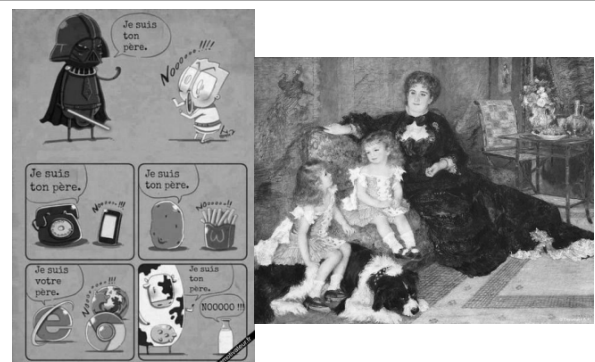
Si tienes la suerte de
ser diferente, nunca cambies

Sample Can Dos:
I can ask and answer questions about where I live.
I can say how I am different.

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Sample Can Do:
I can describe my family, say what we do and
how we celebrate.



Sample Can Do:
I can describe my family.

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PERDU CHAT

Petite chatte GRISE ET BLANCHE (tigree)
avec une tache noire sur le nez
Perdue RUE D'IVRY
CE MERCREDI 23 mars



Sample Can Do:
I can describe
pets.

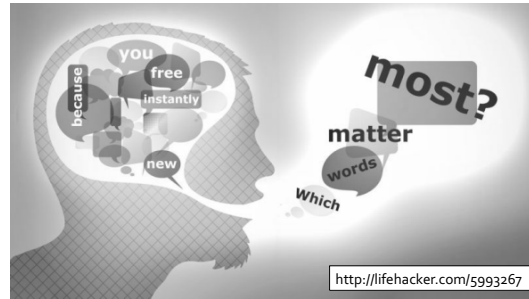
MERCI DE NOUS CONTACTER

(on y tient beaucoup)

06 17 97 11 80 ou 06 77 87 39 44

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Vocabulary Selection



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Proficiency is like a tree because....

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

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Chantal Thompson

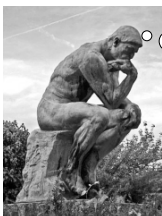


"... while without
grammar very little can
be conveyed, without
vocabulary nothing can
be conveyed"

~Wilkins

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You can't select
vocabulary until
you know its
PURPOSE.

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Talk about your dinner options.



Do you like?

Yes, I like mofongo because I love garlic.
No, I don't like mofongo because I don't like plantains.



- plantains
- garlic
- vegetable oil
- ham/bacon
- shrimp
- olives

Mofongo relleno de camarones

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<http://www.elboricua.com/recipes.html>

Do you like?

Yes, I like arroz con pollo because I love garlic.
No, I don't like arroz con pollo because I don't like plantains.



- rice
- chicken
- olives
- tomato sauce
- sofrito

Arroz con pollo

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<http://www.elboricua.com/recipes.html>

Talk about your dinner options.



- Do you like (rice and chicken)?
- What do you want for dinner?
- Where do you want to go?
- What are you ordering?
- Do you want to share.....?
- How is (the mofongo)?
- What's in that?

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Talk about your dinner options.



Pick one of the following Can Do Statements. Work with a partner to "create" the conversation or written text that you hope your students will produce at the end of the lesson or unit. What question/answer frames and words do you have to teach?

- Ask and respond to questions about where th other people want to travel in the Arab world
- Compare a target culture cafeteria meal to their school cafeteria meals
- Ask and answer questions about their Chinese zodiac signs
- Compare their activities to those of classmates
- Discuss personal reasons why we choose to travel or not to travel
- Comment on how water is used in our life
- ??????

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- What conversation do you want them to be able to have?
- What do you want them to be able to write?



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Getting the most out of a text



Read and/or listen



Talk about it



Write about it

- How can you best use this text in the **interpretive** mode?

- What **interpersonal** conversation would students be likely to have on this topic?

- What might students do in the **presentational** mode as a way of making learning more concrete?

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Visual Thinking Strategies

Students learn by:

- Looking carefully at works of art (*authentic images*)
- Talking about what they observe
- Backing up their ideas with evidence
- Listening to and considering the views of others
- Discussing many possible interpretations

Visual Understanding in Education
visualthinkingstrategies.org
vue.org

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Artful Thinking Palette



Image: ingo.wikia.com/wiki

1. Questioning and investigating
2. Observing and describing
3. Comparing and connecting
4. Finding complexity
5. Exploring viewpoints
6. Reasoning

Artful Thinking, Project Zero
Harvard Graduate School of Education
pzartfulthinking.org

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Sample Can Do
I can describe people.



Sample Can Do
I can describe people.

Questioning and investigating



<http://www.puretravel.com>

See / Think / Wonder

1. What do you see?
2. What do you think about what you see?
3. What do you wonder?

Allows students to distinguish between observations and interpretations.
Stimulates curiosity and allows students to make connections.

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Sample Can Do
I can say what I do on vacation.



<http://www.cyclingsilk.com/blog/>

Sample Can Do
I can say what I do on vacation.

Observing and describing



<http://www.cyclingsilk.com/blog/>

Beginning / Middle / End

- If this artwork/image is the beginning of a story, what might happen next?
- If this artwork/image is the middle of a story, what might have happened before? What might happen next?
- If this artwork/image is the end of the story, what might the story be about?

Allows students to use narrative to elaborate and extend ideas. Also allows students to look for connections, patterns and meanings.

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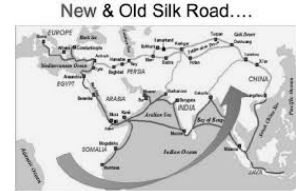
73

Sample Can Do
I can identify current and past practices in trade.

Comparing and contrasting

Headlines

Invent a headline for the artwork or topic that captures an important aspect of it.



Allows students to identify and clarify big ideas.

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Sample Can Do
I can say how I prefer to travel.

Finding Complexity



Parts/Purposes/Complexities

1. What are the parts of this topic?
2. What is the purpose?
3. What are its complexities?

Allows students to consider different aspects of a topic and various ways in which a topic is complex.

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Sample Can Do
I can compare my daily routine to the routine of another.

Exploring viewpoints



Step Inside Perceive / Know / Care About

1. Take on the character of the thing or person you've chosen.
2. Speak in first person.
3. Talk about who you are what you are, what you are experiencing.

Allows students to consider things from a different viewpoint bringing abstract concepts, pictures and events to life.

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Sample Can Do
I can compare my daily routine to the routine of another.



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Sample Can Do
I can say what I do when I travel.

Reasoning

What makes you say that?



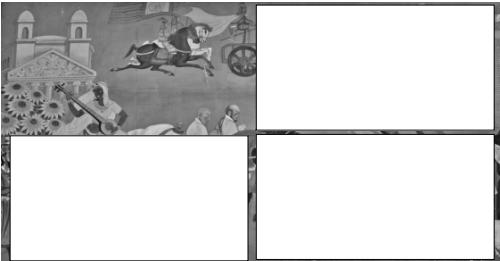
1. What's going on?
2. What do you see that makes you say that?
3. What more can you find?

Allows students to describe what they see and know. Students then build explanations, promoting evidence-based reasoning.

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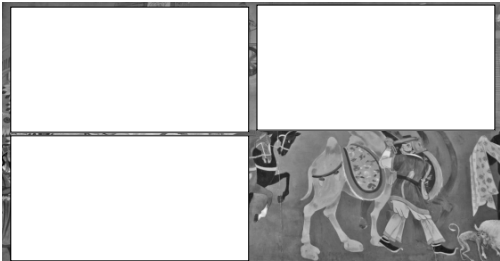
Reasoning
What's going on? What makes you say that?



What more can you find?

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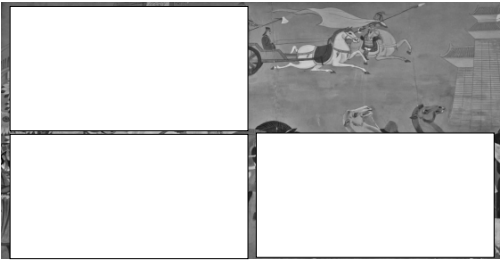
Reasoning
What's going on? What makes you say that?



What more can you find?

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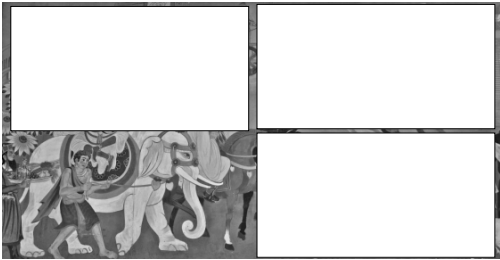
Reasoning
What's going on? What makes you say that?



What more can you find?

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Reasoning
What's going on? What makes you say that?



What more can you find?

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Reasoning
What's going on? What makes you say that?



What more can you find?

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KEEP CALM
AND
PRETEND IT'S ON
THE LESSON PLAN

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TWO APPROACHES TO LESSON DESIGN



Think Like an
Activity Designer

What would be interesting
and engaging activities on
this topic? What would be
fun to do?

Thinking Like an Assessor

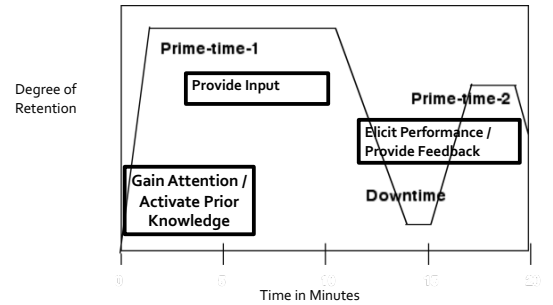
What tasks would show me
that students truly
understand and can apply
new learning?

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Adapted from Understanding by Design Wiggins & McTighe

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The length of a LEARNING EPISODE varies according to the AGE of the learner.



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Adapted from Soysa

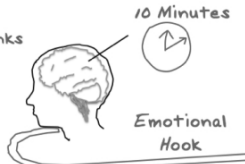
The lesson takes an appropriate amount of
time considering the age of the learner.

Attention - Your Brain is Easily Bored

Create 10 min.
Presentation Chunks

- Tell a Story

- Trigger
Emotions



Age	# of items*	Time Span
5-14	3-7	10 minutes
14+	5-9	20 minutes

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image: <http://customerthink.com>

Gradual Release of Responsibility

Providing input	Sharing	Guiding	Applying
The teacher demonstrates, models, explains to make input comprehensible. As learners gain proficiency, the teacher guides them in the selection of authentic text.	The teacher scaffolds instruction and begins to guide student work.	The teacher offers support and encouragement and provides feedback.	The teacher monitors and provides feedback.
Learners engage with the content, process input.	Learners contribute and begin to work with teacher support.	Learners engage in pair and small group activities that allow them to interpret and express meaning for real-world purposes.	Learners work independently demonstrating progress toward learning targets and self-assess their progress.
I do.	We do.	We do.	You do.

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I DO....WE DO....YOU DO



I DO

The teacher:

- gets the attention of the learner
- communicates the learning goal of the lesson
- provides comprehensible input
- models language use in context

WE DO

The students:

- work collaboratively to use language
- are supported by peers
- gain confidence
- receive feedback on performance

YOU DO

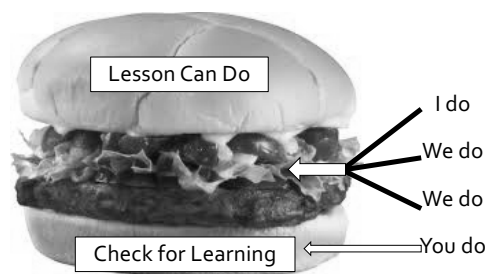
The individual student:

- demonstrates his/her ability to meet the goal of the lesson

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A Learning Cycle



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Each **LEARNING EPISODE** is guided by a **KEY QUESTION**.

What will the students be required to do, say, make, or write at the end of a learning episode that will prove to them and to the teacher that they have met the learning target?



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Focus – Elevating the Essentials

Mike Schmoker

Clear learning objectives selected from the agreed upon curriculum



Repeated cycles of learning – teaching, modeling, demonstrating, guided practice, and checks for understanding/ formative assessments



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Lesson Can Do



What is the mode of communication?

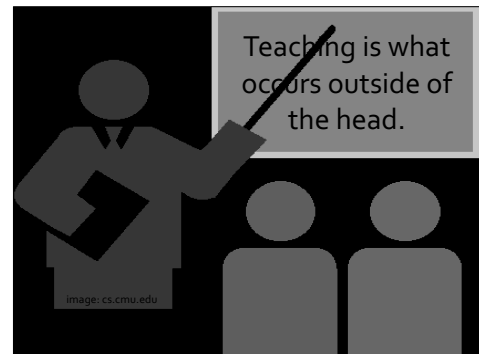
Which modes of communication will be addressed?

- ☐ Interpersonal
- ☐ Interpretive
- ☐ Presentational

Students can:

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Ruby Payne



Learning is what occurs inside the head.

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Ruby Payne

Interpersonal Learning Checks



- Call on a sampling of learners randomly to ask/answer a question
- Exchange information in line-up or inner-outer circle
- Role-play
- Using the strategy of think-pair-share, think-write-pair-share

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Interpretive Learning Checks

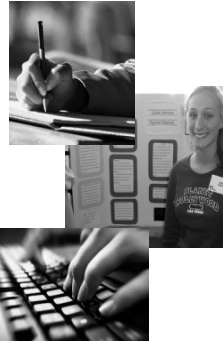


- Act out the sequence of events or scene that is described
- Identify and explain most important word or sentence
- Signal—thumbs up/thumbs down, true/false
- Signal by using clickers or web-based tools

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Presentational Learning Checks



- Complete an exit slip.
- Process using quick write or quick draw.
- Respond to a question according to an assigned number (numbered-heads-together).
- Respond in a journal.
- Write responses on dry erase boards.

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ASSESSMENT



The root of the word "assessment" is from the Latin *assidere*, which means "to sit beside."

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Lesson Can Do →→

→→ Check for Learning



I can name several French-speaking cities.

→→

I can locate and identify percent of population on each continent.

→→

I can ask and answer questions about where they live - planet, continent, country, city.

→→

????????

→→



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Lesson Can Do →→

→→

→→ Check for Learning



I can name several French-speaking cities.

→→

Students circulate saying where they live, group by continents.

I can locate and identify percent of population on each continent.

→→

Students label a world map with population.

I can ask and answer questions about where I and others live - planet, continent, country, city.

→→

Students complete an exit slip saying where they live.

????????

→→

Laura Terrell

101



How do I make the students work harder than me?

Laura Terrell

102

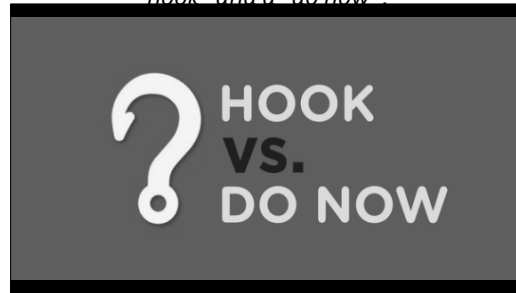
Lesson Template

Lesson Sequence	Activity/Activities What will learners do? What does the teacher do?	Time* How many minutes will this segment take?	Materials Resources Technology
Gain Attention / Activate Prior Knowledge			
Provide Input			
Elicit Performance / Provide Feedback			

Laura Terrell

103

What is the difference between a "hook" and a "do now"?



How do I capture the interest of the learner?

Laura Terrell

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An effective hook....



- gains the attention of the learner
- engages each learner
- is doable and achievable as a warm-up
- takes no more than five minutes
- connects in some way to what will happen next

At the beginning of the lesson, avoid.....

- collecting or checking homework
- holding individual conferences with learners while other learners wait to begin
- passing back papers while learners settle in and talk
- starting a class with administrative duties

Laura Terrell

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Getting the most out of a text



Read and/or listen

- How can you best use this text in the **interpretive** mode?



Talk about it

- What **interpersonal** conversation would students be likely to have on this topic?



Write about it

- What might students do in the **presentational** mode as a way of making learning more concrete?

Laura Terrell

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Lesson Can Do Statements

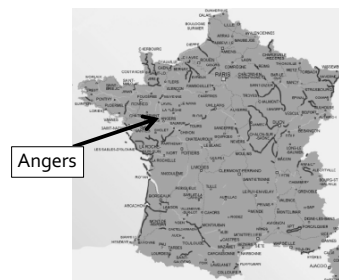


- I can name places that are found in or near cities.
- I can say why I like or don't like a city.

Laura Terrell

107

Gain Attention - Où est Angers?



en France
en Europe
en Asie
au nord, au sud,
à l'ouest, à l'est
Près de, loin de
Paris

Laura Terrell

108

Input— Une journée à Angers Brainstorming/Graphic Organizer



Laura Terrell

109

Brainstorming

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

Laura Terrell

110

Une ville où on fait
beaucoup
d'activités

Une ville où on
mange bien



Une ville
moderne

Une vieille
ville

lots of activities, eat well, modern, old

Laura Terrell

111



Laura Terrell

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Input

Y a-t-il....? Oui, il y a une cathédrale.
Non, il n'y a pas de stade.

Places in a city...
There is or there isn't....



une cathédrale



un stade

Laura Terrell

113

Y a-t-il....? Oui, il y a un/une _____.
Non, il n'y a pas de _____.

Places in a city...
There is or there isn't....



un château



un café

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Elicit Performance/Provide Feedback

Proof for		Proof against
	Clo a 18 ans. (<i>Clo is 18.</i>)	
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

I can say why I like or don't like a city.

Laura Terrell

Comment est Angers?

J'y vis depuis que j'ai 18ans, (et j'en ai 43) C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les goûts du baba-cool aux très chic.. ecoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours.. Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi... Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique.. voilà ce que je peux te dire.. Bis CLo

http://forum.aufeminin.com/forum/preschezvous191__f1943_preschezvous19-C-est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

Laura Terrell

116

Tu aimes Angers?

- Oui, parce qu'il y a _____.
- Non, parce qu'il n'y a pas de _____.

Places in a city...
There is or there isn't....



Quick Write

I can say why I like or don't like a city.



Write for 2 minutes about Angers? Write as much as you can.

Laura Terrell

Lesson Can Do Statements



LE PATRIMOINE

Patrimoine
culture
Heritage
transmission
histoire
Mémoire
savoir-faire
innovation
découvertes
préservation
patrimoine

- I can name and identify heritage sites.
- I can begin to define patrimony.

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Gain Attention/Activate Prior Knowledge



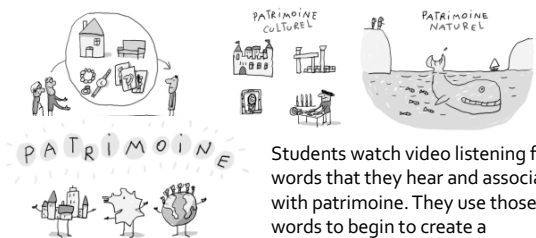
Students say what they can about the images as they think about what the images have in common.



Identify and classify heritage sites

Provide Input: C'est quoi le patrimoine?

<http://www.joursactu.com/info-animee/cest-quoi-le-patrimoine/>



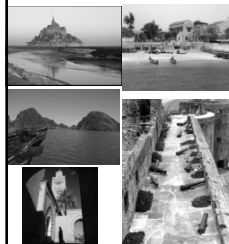
Students watch video listening for words that they hear and associate with patrimoine. They use those words to begin to create a definition.

Identify and classify heritage sites

Laura Terrell

Elicit Performance/Provide Feedback

http://whc.unesco.org/fr/list/search?searchSites=&search_by_country=®ion=&search_yearinscribed=&themes=&criteria_restriction=&type=&media=&border-country=&description=



Students work in small groups to identify, locate and categorize the 5 sites that are shown.

Region
☐ Toutes
☐ Afrique
☐ États-Unis
☐ Asie et Pacifique
☐ Europe et Amérique du nord
☐ Amérique latine et Caraïbes

Thèmes
☐ Tous
☐ Villes
☐ Paysages Culturels
☐ Forêts
☐ Mers & côtes
☐ Architecture de terre

Catégorie
☐ Tous
☐ Culturel
☐ Naturel
☐ Mixte

Ile de Gorée
 Baie d'Ha-Long
 Citadelle, Sans Souci, Ramiers
 Mont-Saint-Michel
 Médina De Marrakech

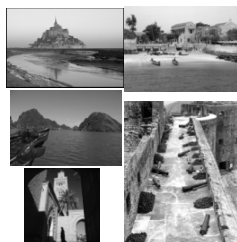
Identify and classify heritage sites

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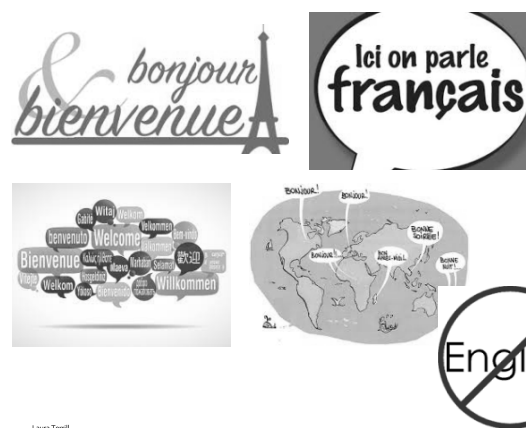
Quick Write – Complete the sentences.

Identify and classify heritage sites



_____ is a heritage site.
 It is in _____.
 It is a _____ site.
 It is known because of _____.

Laura Terrell



Laura Terrell

Prior lessons

- Greet at door with hello and handshake
- Hand each student a location card showing a city, have name of city written on back of image – postcards are perfect.
- Let students sit where they want.
- Introduce yourself with PPT slide with pictures – name, where you live and with whom – I live in Indianapolis with my husband and cat.
- Engage students in same conversation, but they live where their picture is, make sure students can locate where they live on world map
- Scaffold activity by having language students will use on slides, model with students, have 2 students model until you are sure the pattern is known
- Train students for inner-outer circle pattern you will use, clipboard in hand (Class Dojo, etc) listen in as students talk.
- Move into next part of the lesson.

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Lesson Can Do Statements



- I can name several French-speaking cities
- I can locate and identify percent of population on each continent
- I can ask and answer questions about where they live - planet, continent, country, city.

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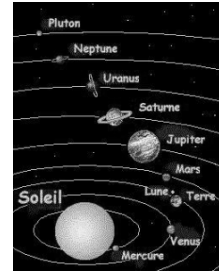
Sample Can Do:
I can say where I live.



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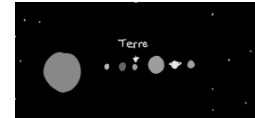
127

Les planètes du système solaire



- Où tu habites?
- J'habite.....

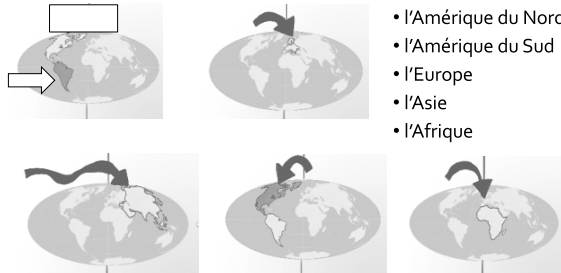
la planète Terre.



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Où tu habites....? Tu habites....?
J'habite.....



- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique

Laura Terrell

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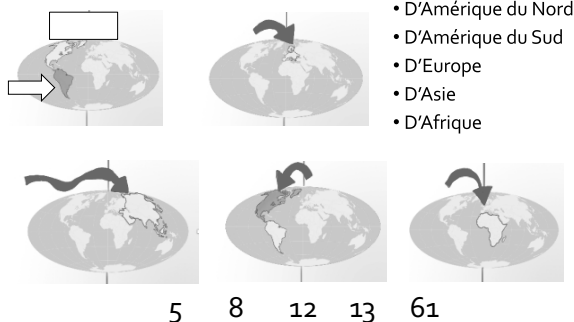
IMAGINER



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Combien de personnes sont d'origine....

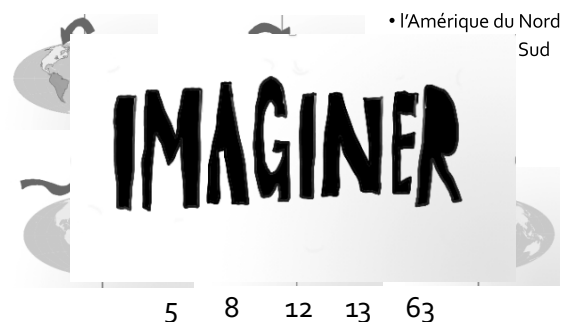


- D'Amérique du Nord
- D'Amérique du Sud
- D'Europe
- D'Asie
- D'Afrique

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Combien de personnes habitent....?
Il y en a (5).



- l'Amérique du Nord
- Sud

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132

Combien de personnes habitent...? Il y en a (5).



8 - huit



12 - douze

- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique



61 - soixante-et-un



5 - cinq



13 - treize

5

8

12

13

61

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133

Quick Write - Où tu habites? J'habite....



- l'Amérique du Nord
- l'Amérique du Sud
- l'Europe
- l'Asie
- l'Afrique
- la planète
- au Canada, en France, au Sénégal
- la ville de...Paris, Québec, Dakar



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Sample Can Do: I can say where I live.



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Rethinking Homework

Many well-established homework traditions just don't make sense in today's world, yet tradition dies hard.

- We know that students differ in their "working speed", yet many teachers assign the same amount of work to all students, expecting slower students to simply take the extra time to finish the task.
- We know that students have responsibilities and activities after school, yet many teachers assign homework at the end of one day and expect it back the next day.
- Most U.S. teachers grade homework, (in other countries homework is graded much less often). Within a single school the percentage homework counts in a student's grade can vary from 10% to 80%! Yet teachers have no way of knowing if the student actually did the work, or if they have favorable conditions at home to do homework. Failing students for not completing homework unfairly punishes students who may be unable to work at home.

Cathy Vatterott
<http://homeworklady.com>

Laura Terrill

Enhance Retention and Transfer (Homework)

Type of Homework	Learners might
Pre-learning	watch a video or read an article on hunger issues in English.
Checking for understanding	create a visual or find visuals for key vocabulary related to hunger. Post to in class word wall.
Practicing	work with graphic organizer and write sentences by completing various sentence starters.
Processing	write questions they might ask to identify hunger issues in their community.

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Reflection



What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?

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CHECK FOR LEARNING

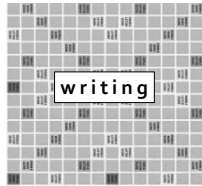
ABC....Summarize

Brainstorm round
a word

ABC Brainstorming Strategy

A	G	M	N
B	H	O	P
C	I	Q	R
D	J	S	T
E	K	U	V
F	L	X	Y

writing



Laura Terrill

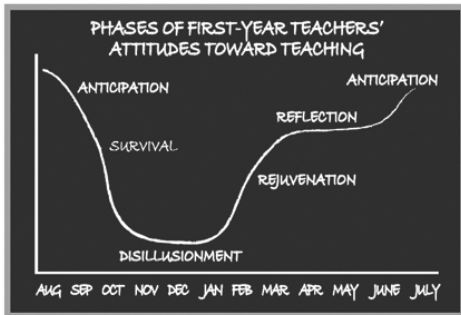
139

QUESTIONS



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image: weac.org

"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to
grow...

Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

Laura Terrill

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Thank You



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Laura Terrill

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